

STANDARD 1: English language learners will listen to English to acquire language, comprehend and interpret meaning, and respond appropriately in basic interpersonal and academic contexts.

Topic A: Listening/Listening Comprehension

Indicator 1: Participate in basic interpersonal and academic discourse using appropriate verbal and nonverbal behavior					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Demonstrate active listening strategies for a variety of purposes and settings, such as maintaining eye contact, responding to a speaker's cues appropriately, asking questions, and taking turns.</p> <p>b. Demonstrate understanding of a sequence of events to determine what happened first, second, etc. through nonverbal strategies, such as putting pictures in order.</p> <p>c. Demonstrate understanding of simple rhetorical and logical structure, such as using concrete examples to communicate information.</p>	<p>a. Demonstrate active listening strategies for a variety of purposes and settings, such as taking notes in a guided format, highlight, asking clarifying questions and taking turns.</p> <p>b. Demonstrate understanding of a sequence of events, such as matching phrases/sentences, or creating a timeline of a story that has been read aloud.</p> <p>c. Demonstrate understanding of simple rhetorical and logical structures, such as comparison/contrast of concrete ideas.</p>	<p>a. Demonstrate active listening strategies for a variety of purposes and settings, such as taking notes in a guided format, highlight, asking clarifying questions, taking turns, and interpreting cultural context.</p> <p>b. Demonstrate understanding of a sequence of events, such as paraphrasing events in a story in the correct chronological order.</p> <p>c. Demonstrate understanding of some rhetorical and logical structures, such as cause and effect.</p>	<p>a. Demonstrate active listening strategies for a variety of purposes and settings, such as taking detailed notes on an oral presentation.</p> <p>b. Demonstrate understanding of a sequence of events, such as summarizing events in a story in the correct chronological order.</p> <p>c. Demonstrate understanding of rhetorical and logical structures, such as use of definition to express concepts.</p>	<p>a. Demonstrate active listening strategies for a variety of purposes and settings, such as taking detailed notes on a lecture.</p> <p>b. Demonstrate understanding of a sequence of events, such as summarizing and interpreting events in a story in the correct chronological order.</p> <p>c. Demonstrate understanding of rhetorical and logical structures, such as problem solving.</p>

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	<p>d. Respond to short simple questions with support from visual cues, gestures, and prompts.</p> <p>e. Identify content and delivery elements, such as making eye contact, posture, and voice projection in an oral presentation.</p> <p>f. Demonstrate understanding by appropriately responding to social language functions, such as greetings, requests, and giving thanks.</p>	<p>d. Participate in conversations on familiar topics with some support from visual cues, gestures, questions, and prompts.</p> <p>e. Identify content and delivery elements, such as making eye contact, posture, fluency, and voice projection in an oral presentation.</p> <p>f. Demonstrate understanding by appropriately responding to social language functions, such as greetings, requests, and giving thanks and apologies.</p> <p>g. Recognize obvious communication breakdowns in conversation and use simple strategies to rectify the problem.</p>	<p>d. Participate in sustained discussions and identify speakers' main ideas and supporting details.</p> <p>e. Use criteria to evaluate some content and delivery elements of oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.</p> <p>f. Demonstrate understanding by appropriately responding to social language functions, such as greetings, requests, offers of help, giving thanks and apologies.</p> <p>g. Recognize some communication breakdowns in conversation and use strategies to rectify the problem.</p>	<p>d. Participate in discussions, interpreting speakers' meaning and rationale.</p> <p>e. Use criteria to evaluate content and delivery elements of oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.</p> <p>f. Demonstrate understanding by appropriately responding to social language functions such as, greetings, requests and other inquiries, accepting and declining offers of help, and giving thanks and apologies</p> <p>g. Recognize a variety of communication breakdowns in conversation and use strategies to rectify the problem.</p>	<p>d. Formulate judgments about ideas under discussion, and support those judgments with convincing evidence.</p> <p>e. Use criteria to evaluate content and delivery elements of oral presentations, such as purpose, delivery techniques, content, visual aids, body language, and facial expressions.</p> <p>f. Demonstrate understanding of a wide variety of social language functions.</p> <p>g. Recognize nuances of communication breakdowns in conversation and use strategies to rectify the problem.</p>
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Indicator 2: Respond appropriately to questions and prompts given orally for a variety of purposes.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Respond verbally and nonverbally to explicit oral directions and basic classroom prompts, such as, “stand up, open your book,” etc.</p> <p>b. Follow simple one-step instructions to participate in activities and /or complete academic tasks.</p> <p>c. Recall simple, concrete inference questions pertaining to a brief, highly structured orally presented narrative or informational passage with support, such as vocabulary lists, pictures, and realia.</p>	<p>a. Respond verbally and nonverbally to explicit oral directions and prompts containing limited classroom vocabulary, such as, “read the directions.”</p> <p>b. Follow one to two-step instructions to participate in activities and /or complete academic tasks.</p> <p>c. Recall simple inference questions pertaining to a structured, orally presented narrative or informational passage, with support, vocabulary lists, and pictures.</p>	<p>a. Respond verbally and nonverbally to explicit oral directions and prompts.</p> <p>b. Follow multi-step instructions to participate in activities and /or complete academic tasks.</p> <p>c. Recall inference questions pertaining to an orally presented narrative or informational passage with support.</p>	<p>a. Respond appropriately to explicit and implicit oral directions and prompts.</p> <p>b. Follow multi-step instructions to participate in activities and /or complete academic tasks.</p> <p>c. Recall a variety of inference questions pertaining to an orally presented informational passage with some support.</p>	<p>a. Respond appropriately to a variety of oral directions and prompts.</p> <p>b. Follow multi-step instructions to participate in activities and /or complete academic tasks.</p> <p>c. Recall a variety of complex inference questions pertaining to an orally presented passage with little support.</p>

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Indicator 3: Demonstrate comprehension of vocabulary presented orally in a variety of contexts.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Demonstrate understanding of basic everyday vocabulary, such as common classroom objects and social/interactive activities.</p> <p>b. Demonstrate an understanding of a few simple idioms in spoken language.</p> <p>c. Demonstrate an understanding of basic academic vocabulary, such as plot.</p>	<p>a. Demonstrate understanding of everyday vocabulary, such as common classroom objects, and vocabulary related to social/interactive activities, and school and community resources.</p> <p>b. Demonstrate an understanding of simple idioms in spoken language.</p> <p>c. Demonstrate an understanding of a limited range of academic vocabulary, such as story plot and setting.</p>	<p>a. Demonstrate understanding of everyday vocabulary, such as vocabulary related to social/interactive activities, and school and community resources.</p> <p>b. Demonstrate an understanding of some idioms in spoken language.</p> <p>c. Demonstrate an understanding of fundamental academic vocabulary, such as plot, setting, and character.</p>	<p>a. Demonstrate understanding of everyday vocabulary, such as vocabulary related to social/interactive activities, school and community resources, workplace, and post secondary education.</p> <p>b. Demonstrate an understanding of idioms in spoken language.</p> <p>c. Demonstrate an understanding of a wide range of academic vocabulary, such as plot, setting, character, and point of view.</p>	<p>a. Demonstrate understanding of everyday vocabulary, such as vocabulary related to social/interactive activities, school and community resources, workplace, and post secondary education.</p> <p>b. Demonstrate an understanding of most idioms in spoken language.</p> <p>c. Demonstrate an understanding of extensive academic vocabulary, such as plot, setting, character, point of view, and other story elements.</p>

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Indicator 4: Identify and differentiate phonological patterns to interpret meaning.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Recognize the existence of dialects in spoken language.</p> <p>b. Demonstrate minimal comprehension of general meaning expressed through the sound system, rhythm and patterns of English, including intonation.</p>	<p>a. Recognize the existence of dialects and the degree of formality in spoken language.</p> <p>b. Demonstrate some comprehension of general meaning and some specific meaning expressed through the sound system, rhythms and patterns of English, including intonation.</p>	<p>a. Distinguish varying dialects and degree of formality in spoken language.</p> <p>b. Demonstrate increased comprehension of general meaning and increased comprehension of specific meaning expressed through the sound system, rhythms and patterns of English, including stress and intonation.</p>	<p>a. Analyze the appropriateness of the speaker's register in a discussion or presentation.</p> <p>b. Demonstrate good comprehension of general and implied meaning expressed through the sound system, rhythms, and patterns of English, including stress and intonation.</p>	<p>a. Assess the appropriateness of the speaker's register and presentation such as in a debate or critique.</p> <p>b. Demonstrate consistent comprehension of general and implied meaning expressed through the sound system, rhythms, and patterns of English, including stress and intonation.</p>

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Indicator 5: Comprehend and apply academic and non-academic information presented orally.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Demonstrate literal understanding of a brief orally presented narrative.</p> <p>b. Respond to a simple presentation, such as raising hand to demonstrate agreement with ideas presented.</p> <p>c. Identify the main idea of an orally presented passage.</p>	<p>a. Demonstrate literal understanding of an orally presented narrative or informational passage.</p> <p>b. Explain a personal response to a presentation, such as demonstrating verbally agreement or disagreement with ideas presented.</p> <p>c. Identify the main idea and some supporting evidence of an orally presented passage.</p>	<p>a. Demonstrate literal understanding of an orally presented procedural passage.</p> <p>b. Interpret an oral presentation and explain and support a personal response to a presentation.</p> <p>c. Identify major ideas and supporting evidence an orally presented passage.</p>	<p>a. Demonstrate understanding of an orally presented passage involving vivid description and figurative language.</p> <p>b. Evaluate and analyze an oral presentation, such as supporting concepts proposed in a debate.</p> <p>c. Interpret major ideas and supporting evidence in orally presented passages.</p>	<p>a. Demonstrate understanding of an orally presented persuasive passage.</p> <p>b. Evaluate and analyze an oral presentation and the speaker's use of logic.</p> <p>c. Evaluate major ideas and supporting evidence in orally presented passages.</p>

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Indicator 6: Use strategies to prepare for and comprehend oral language that is presented in a variety of contexts.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Relate to and /or construct prior knowledge in order to identify the content, such as the topic, of a short oral presentation.</p> <p>b. Listen to and extract limited meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems.</p>	<p>a. Relate to and /or construct prior knowledge in order to identify the content, such as the topic and some details, of an oral presentation.</p> <p>b. Listen to and extract some meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as the PA systems.</p>	<p>a. Relate to and /or construct prior knowledge in order to interpret the content , such as the topic and details of an oral presentation.</p> <p>b. Listen to and extract meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems and telephones.</p> <p>c. Distinguish between relevant and irrelevant facts presented in a persuasive oral argument.</p>	<p>a. Relate to and /or construct prior knowledge in order to interpret and analyze the content of a lengthy oral presentation.</p> <p>b. Listen to and extract a great deal of meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems and telephones.</p> <p>c. Distinguish between relevant and irrelevant information in a persuasive oral argument.</p>	<p>a. Relate to and /or construct prior knowledge in order to interpret, evaluate and analyze the content of an extensive oral presentation.</p> <p>b. Listen to and extract extensive meaning from a variety of instructional media, such as audio tapes, video, DVD, CD-ROM, and listening devices, such as PA systems and telephones.</p> <p>c. Distinguish between relevant and irrelevant information and recognize fallacies in a persuasive oral argument, such as double negatives.</p>

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Indicator 7: Apply knowledge of specific English structures and grammatical features that impact listening comprehension.					
GRADE BAND	LOW BEG	HIGH BEG	LOW INT	HIGH INT	ADVANCED
6-12	<p>a. Demonstrate understanding of basic sentence types and structures, such as simple sentences, statements, yes/no, and choice questions.</p> <p>b. Demonstrate understanding of parts of speech:</p> <ul style="list-style-type: none"> ▪ Articles, nouns, and pronouns, such as subject pronouns ▪ Simple verb tenses ▪ Basic adjectives and adverbs ▪ Basic prepositions 	<p>a. Demonstrate understanding of basic sentence types and structures, such as affirmative and negative simple and compound sentences, yes/no, and choice questions.</p> <p>b. Demonstrate understanding of parts of speech:</p> <ul style="list-style-type: none"> ▪ Articles, nouns, and pronouns, such as subject, possessive, and direct object pronouns ▪ Simple and progressive verb tenses ▪ Adjectives and adverbs, including comparatives ▪ Prepositions and basic phrasal verbs 	<p>a. Demonstrate understanding of basic sentence types and structures, such as simple, compound, and complex sentences, and wh-questions).</p> <p>b. Demonstrate understanding of parts of speech:</p> <ul style="list-style-type: none"> ▪ Articles, nouns, and pronouns, such as gerunds and direct object pronouns ▪ Simple, progressive, and perfect verb tenses ▪ Adjectives and adverbs, including superlatives and clauses ▪ Prepositions and a limited range of phrasal verbs 	<p>a. Demonstrate understanding of basic sentence types and structures, such as complex sentences, wh- and higher order thinking questions.</p> <p>b. Demonstrate understanding of parts of speech:</p> <ul style="list-style-type: none"> ▪ Articles, nouns, and pronouns, such as direct and indirect object pronouns in the same sentence ▪ Simple, progressive, and perfect verb tenses and passive voice ▪ Adjectives and adverbs, including double comparatives or clauses, such as, “The longer you live, the more you learn.” ▪ Prepositional phrases and phrasal verbs. 	<p>a. Demonstrate understanding of basic sentence types and structures, such as compound- complex sentences and higher order thinking questions.</p> <p>b. Demonstrate understanding of parts of speech:</p> <ul style="list-style-type: none"> ▪ Articles, nouns, and pronouns, such as relative pronouns ▪ Simple, progressive, and perfect verb tenses; passive voice; reported speech ▪ Adjectives and adverbs in clauses ▪ Phrasal verbs